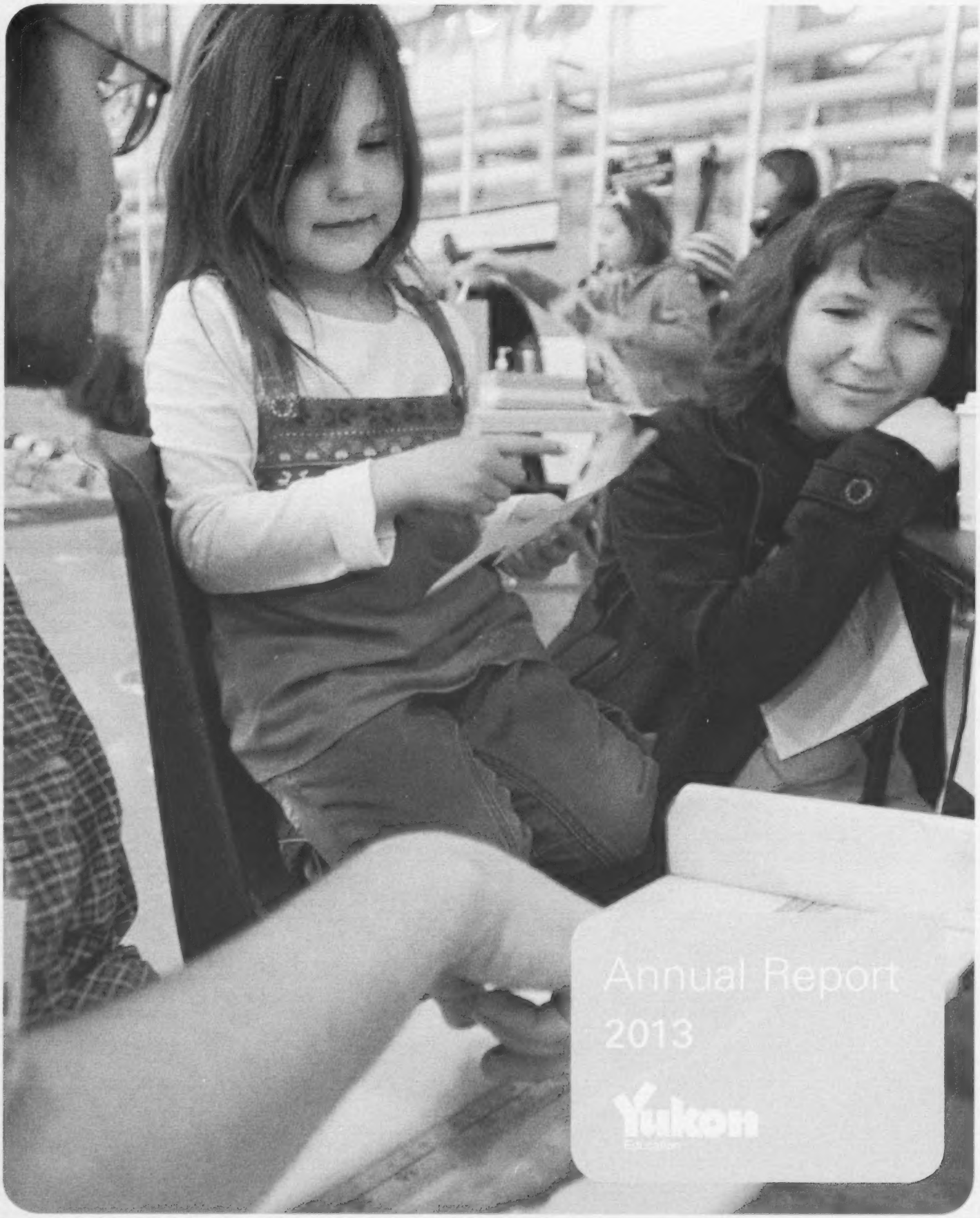

Annual Report 2013

Yukon

2013 Annual Report Overview

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- Message from the Deputy Minister of Education
- An Overview of Yukon Education
- Performance Indicators
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Yukon Education's mandate is to deliver accessible and quality education to all Yukon learners, including children and adults, by:

- establishing meaningful partnerships that promote and support life-long learning;
- ensuring Yukon has an inclusive and adaptive labour market;
- working in cooperation with parents to develop the intellectual, physical, social, emotional, cultural, and aesthetic potential of learners so they may become productive, responsive, and self-reliant members of society; and
- helping students get the skills and knowledge they need to lead personally rewarding lives.

This report fulfills the requirement of ss. 5(h) of the Education Act, *which requires the Minister to table an annual report on the state of education in Yukon.*

All photos: *Government of Yukon*

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Message from the Minister of Education

As Minister of Education, I am pleased to present Yukon Education's Annual Report for 2013. The Annual Report provides an update on our ongoing education programs and several new initiatives that were introduced over the last year. It also provides updated information about Yukon Education's progress towards meeting our strategic goal of success for each learner in the Yukon.

Over the years, we have heard many times from parents, educators, School Councils, First Nations, and others about the education issues that are important to Yukoners, and the Annual Report is one of the ways in which we ensure that we are being accountable about how we address those issues.

At Yukon Education, our ultimate goal is "success for each learner", and to that end we have developed a set of data to evaluate our schools and our students' success, to help us to identify areas for improvement, and to guide the development of growth plans for all schools that will allow us to demonstrate the improvements necessary for our students to be successful.

This is where we have and will continue to focus our efforts and resources and it is why we have developed a made-in-Yukon "report card" that measures school and student success and demonstrates our accountability to all Yukoners.

"We have developed a made-in-Yukon 'report card' that measures success for each learner"

In addition, through the work of the Advanced Education Branch and under the auspices of the Labour Market Framework, Yukon Education provides financial assistance for students and funding for job training so that we can continue to develop an inclusive, adaptable and productive workforce that meets the needs of Yukon employers and provides opportunity for a better quality of life for Yukoners.

Yukon Education relies on the work done by our staff and all of our partners in education. I would like to once again take this opportunity to recognize our staff and all our partners for their contributions to shaping a culture of education in Yukon that is focused on the success of our students.

I look forward to continuing to work with all of you as Yukon Education progresses.

Sincerely,

Elaine Taylor
Minister of Education

Message from the Deputy Minister of Education

Welcome to the Yukon Education Annual Report.

In 2013, Yukon Education implemented the framework which is helping us to achieve our strategic goal of "success for each learner". This framework is based upon the tools we have in place to ensure that all students are receiving the necessary level of support they need to be successful, and that assessments are being used to effectively monitor students' progress and success.

Our Advanced Education Branch has focused on supporting Yukoners to pursue job training and post-secondary education so that we can continue to develop an inclusive, adaptable and productive workforce that meets the needs of Yukon employers. Yukon Education plays an important role in helping to achieve this goal, and we recognize the importance of looking beyond our own borders in search of new people, ideas, and technology.

These initiatives and the results we are achieving will be further explained as you review this report. It highlights both the challenges and successes of the past year and sheds light on the future path we will be following.

I am grateful for the contributions and support received from all the educators, parents, students and Yukon Education staff who work so hard to make education a priority in our community.

Sincerely,

Valerie Royle

Valerie Royle
Deputy Minister of Education

"We recognize the importance of looking beyond our own borders in search of new people, ideas, and technology."

An Overview of Yukon Education

Yukon Education's mandate is to deliver accessible and quality education to Yukon learners in cooperation with our partners and stakeholders. This is achieved by developing, providing, and supporting programs and initiatives in the areas of life-long learning, essential skills development, and labour market development.

Public Schools Branch

Yukon Education's Public Schools Branch provides the resources needed for knowledge and skill development to support life-long learning for all Yukon school-age children. Our fundamental strategic goal is "success for each learner."

Advanced Education Branch

Yukon Education's Advanced Education Branch promotes and supports adult training, essential skills development, post-secondary education and labour force development (including immigration). Our fundamental strategic goal is that "Yukon has an inclusive, adaptable, and productive workforce that meets the needs of Yukon employers."

Details about the initiatives undertaken by the Advanced Education Branch as well as its success in achieving its strategic goals can be found in the "Labour Market Framework Report" available on Yukon Education's website at **www.education.gov.yk.ca**.

Education Support Services Branch

Yukon Education's Education Support Services Branch provides the Public Schools Branch and the Advanced Education Branch with support services in finance, human resources, communications, information technology, and policy development. Our fundamental strategic goal is that "Yukon Education demonstrates organizational excellence."

Update on Implementation of 2009 Auditor General's Report Recommendations

RECOMMENDATION – OAG Report Paragraph #39: Information on Student Sub-groups and Performance Issues

Yukon Education should:

1. establish performance targets for Yukon students overall, and to the extent possible, for each major student sub-group;
2. determine what performance data it needs to gather;
3. analyze data to identify critical trends over time and significant performance gaps;
4. develop comprehensive action plans for significant gaps and for relevant sub-groups; and
5. present, in its annual report, the critical trends, significant performance gaps, and the results of action taken to improve performance.

Implementation Update:

1. We have established performance indicators as part of our Strategic Plan, these include (but are not limited to): establishment of effective School Growth Planning processes in each school, implementation of a Rural Action Plan to improve outcomes for rural schools, increased programs and services focusing on First Nations language and culture, better English Language support to new Canadians residing in Yukon, and more effective allocation of support resources in a consistent IEP process. The latest copy of Yukon Education's Strategic Plan can be found at Yukon Education's website **www.education.gov.yk.ca**.

2. We have implemented the Yukon Assessment Matrix, which provides a variety of both formative and summative assessment data about student performance and success. Student and school performance data is also being collected at the school and department level as part of the School Growth Planning Process and in addition the Yukon Student Information System (YSIS) allows us to accurately track other student information such as data on student absenteeism.

3. The data we collect is used in the analysis of the performance and success of student sub-groups — by gender, rural/urban, First Nation/non-First Nation, grade and age. As an added support, we use data from sources such as the Early Development Instrument (EDI), which identifies five areas of vulnerability that may affect student success. This data is used in part to develop community and school vulnerability profiles that inform the school growth planning process and school resourcing, and to direct the provision of timely school and student support.

4. The strategies we are undertaking to improve and ensure student success are identified in our Annual Plan (Part B of our Strategic Plan). These include (but are not limited to): implementation of the Rural Strategy, enhancing Student Support Services to better address the needs of students, implementing the Self-Regulation initiative and the Attendance Project, working with Health and Social Services to improve school readiness among Yukon children up to 6 years of age, and developing a Literacy Strategy for use in Yukon schools. The latest copy of Yukon Education's Strategic Plan can be found at Yukon Education's website **www.education.gov.yk.ca**.

5. In our Annual Report we present and analyze the following data in order to highlight trends in student performance: graduation rates for First Nations and non-First Nations, urban and rural, and male and female students; and student achievement on the Yukon Achievement Tests (math and language arts) and on the mandatory B.C. Provincial Exams (English, math, science, social studies).

RECOMMENDATION – OAG Report Paragraph #47: Assess the Effectiveness of Transitions from Public School to Post-Secondary Education

Yukon Education should investigate the feasibility of tracking the progress of its students in both employment and post-secondary education. This would allow it to monitor the success of its programs and policies aimed at helping students make the transition from public schools to post-secondary education and the workforce.

Implementation Update:

In collaboration with the Yukon Bureau of Statistics, Yukon Education has designed and implemented the *Yukon High School Exit Survey* (formerly the *Yukon Secondary School Transitions Survey*). The purpose of this multi-year study is to gather information about the high school experiences and post-secondary pursuits of students who have attended high school in Yukon and have recently left or graduated. The information gathered in the survey is used to guide policy

and programming within Yukon Education. The latest survey findings are available at Yukon Education's website **www.education.gov.yk.ca**.

RECOMMENDATION – OAG Report Paragraph #50: Coordination with Yukon College

Yukon Education needs to coordinate their efforts with Yukon College to identify and, to the extent possible, address the root causes that lead to a lack of student readiness for the shift between high school and post-secondary education.

Implementation Update:

The *Yukon High School Exit Survey* is used to gather information about the high school experiences and post secondary pursuits of students who have attended high school in Yukon, and have recently left or graduated. The information gathered in the survey is used to guide policy and programming, including programming discussions with Yukon College.

A goal of the *Comprehensive Skills and Trades Training Strategy* developed under the Labour Market Framework is to facilitate and improve learning and employment transitions, including the transition from high school to post-secondary education. A copy of the strategy is available using the following link:

www.labourmarketframeworkyukon.com/

Yukon Education has also worked with Yukon College to develop programs intended to help bridge the gap between high school and post-secondary education in the Yukon, such as Dual Credit Programs (which allow secondary students to take post-secondary courses while they are still in high school) and the Yukon Women Exploring Trades Career Fair. Information about both of these initiatives can be found using the following links:

www.education.gov.yk.ca/pdf/dual_credit_handbook_2012-13.pdf

www.yukonwitt.org/

The information gathered in the survey is used to guide policy and programming.

RECOMMENDATION – OAG Report Paragraph #62: Community Training Fund Strategy

Yukon Education should develop a comprehensive strategy for managing community training funds. Contribution Agreements should have clear terms and conditions and should be properly reviewed, managed and monitored.

Implementation Update:

Yukon Education completed a full review of the Community Training Funds to ensure that funding decisions align with defined needs and priorities. This included revising and updating the 1998 Yukon Training Strategy and developing a Comprehensive Skills and Trades Training Strategy. The Funding Agreement template was revised in accordance with recommendations made in the Auditor General's Report, and the Contribution Agreements now include an evaluative component.

...more human resources within Yukon Education have been dedicated to monitoring the Community Training Funds.

In addition, more human resources within Yukon Education have been dedicated to monitoring the Community Training Funds, and as part of the Labour Market Framework comprehensive strategies now guide Yukon labour market development for the next ten years. These include a Comprehensive Skills and Trades Training Strategy, a Recruitment and Retention Strategy, an Immigration Strategy and a Labour Market Information Strategy. A summary of the Labour Market Framework can be found using the following link:

www.labourmarketframeworkyukon.com/the-labour-market-framework.html

RECOMMENDATION – OAG Report Paragraph #70: Comprehensive Strategic Planning

Yukon Education should develop a long-term strategic plan.

Implementation Update:

Yukon Education has completed and implemented its long-term strategic plan, and each year we develop an Annual Plan with branch and unit plans setting out the strategies that will be implemented during the year to meet our strategic objectives and address gaps in student performance. We have also begun the process of ensuring that the results of the annual School Growth Planning process feed into Yukon Education's annual planning process to ensure alignment with the objectives and needs of Yukon schools. The latest copies of Yukon Education's Strategic and Annual Plans can be found at Yukon Education's website **www.education.gov.yk.ca**.

RECOMMENDATION – OAG Report Paragraph #76: Risk Identification and Management

As part of the strategic planning process, Yukon Education should develop an integrated risk management plan that identifies and assesses the key risks that it faces and the measures it will use to mitigate these risks. This information should be communicated to relevant staff so that there is an ongoing effort to identify, manage and report key risks.

Implementation Update:

Yukon Education has incorporated a risk assessment process into its annual planning cycle, as well as an "Integrated Risk Management" section into our Annual Report in which we identify and evaluate the main risks that we face. These actions are undertaken so that we can determine, on a regular basis, what we will do to make sure those risks do not hinder our ability to achieve our strategic goals and objectives.

RECOMMENDATION – OAG Report Paragraph #81: Individual School Plans

Yukon Education should develop a policy that lays out the specific purpose of school plans, expectations for their preparation including the link with its strategic plan, the expected frequency of preparation of plans, and how school plan results should be reported. The policy should also incorporate review and feedback mechanisms.

Implementation Update:

Yukon Education has developed and implemented a School Growth Planning Policy that clarifies the comprehensive School Growth Planning process and includes a link to our annual report. We have also begun the process of ensuring that the results of the annual School Growth Planning process feed into our annual planning process to ensure alignment with the objectives and needs of Yukon schools.

The school growth process has three parts — annual school growth planning, evidence-based discussions and reviews at each school throughout the year, and school reviews conducted with each school and school community every three years. The issues and recommendations identified in School Growth Plans guide the work of Yukon Education and each school throughout the school year. School reviews provide schools with observations and recommendations about what should be done to improve student success. Following the review each school is expected to identify priorities in their School Growth Plan that respond to the recommendations made.

A copy of the School Growth Planning Policy can be found using the following link:

www.education.gov.yk.ca/pdf/school_growth_planning_policy.pdf

RECOMMENDATION – OAG Report Paragraph #92: Human Resource Planning

Yukon Education should:

1. develop and implement a comprehensive human resources plan that clearly defines its current and future human resource needs, and integrates them with its strategic plan; and
2. develop an action plan or a strategy to deal with existing differences between current resources and short and long-term staffing needs.

Implementation Update:

1. Yukon Education has developed and implemented a comprehensive human resource plan, *Building a Learning Organization: A Framework for Action*.
2. Yukon Education has also developed and implemented a Staffing Allocation Formula that embeds the principles of equity, transparency, predictability, and sustainability in the staffing allocation process. The Formula was developed with the assistance of a stakeholder advisory committee, and is designed to ensure that existing staff numbers are aligned with identified needs.

RECOMMENDATION – OAG Report Paragraph #99: Long-term Facilities Planning

Yukon Education should work with the Property Management Division to develop a long-term facility plan that takes into account the age, capacity, and location of facilities and student enrolment trends.

A design concept for the new F.H. Collins Secondary School has been selected.

Implementation Update:

Yukon Education is engaged in long-term facility planning and a "School Revitalization Plan" which is anticipated to be completed during 2014–2015. In addition to this:

- a consultation process has been completed regarding the future needs of the elementary school system in the Whitehorse area, and the recommendation coming out of the study was to maintain status quo because there is sufficient capacity in existing schools to meet anticipated enrolment numbers; and
- a design concept for the new F.H. Collins Secondary School has been selected, and a design-build tender for the project is underway.

RECOMMENDATION – OAG Report Paragraph #103: Performance Evaluations of Teaching Staff

Yukon Education should take the appropriate steps to ensure that teaching staff are evaluated on a timely basis, as required by the *Education Act*, the *Education Labour Relations Act*, and departmental policies.

Implementation Update:

In order to ensure that teacher evaluations are completed, Yukon Education has:

1. provided training to school administrators about the purpose of the evaluation process and the evaluation cycle that must be followed for teaching staff;
2. directed school administrators to complete evaluations that are due during each school year; and
3. encouraged school administrators to transition staff from the three year summative evaluation process to the professional growth process.

In addition, Yukon Education's comprehensive human resource plan includes an initiative aimed at encouraging all staff members (including teaching staff) to complete a career development plan through the staff evaluation process.

RECOMMENDATION – OAG Report Paragraph #108: Comprehensive School Facility Audits

Yukon Education should work with the Property Management Division to conduct regular and comprehensive facility audits to ensure that major building deficiencies are identified. The audits should address environmental, health, and safety issues, as needed.

Implementation Update:

In collaboration with Yukon Education, the Department of Highways and Public Works has undertaken audits of all schools across Yukon, and has completed building condition audits on all Yukon Education buildings. These audits have included a roof audit as well as audits of all electrical and heating and ventilation systems, and a preliminary energy audit and seismic report. An energy assessment has also been completed, and Yukon Education continues to make energy efficiency a component of its capital maintenance planning (including the new F.H. Collins Secondary School construction project).

The Property Management Division is also engaged in ongoing facility condition assessments. Most recently, these were completed at Watson Lake Secondary and Johnson Elementary schools in Watson Lake, JV Clark School in Mayo

Yukon Education is engaged in long-term facility planning and a School Revitalization Plan

and Robert Service School in Dawson. As part of the collaborative planning efforts between Highways and Public Works and Yukon Education, short-to medium-range capital maintenance planning is undertaken as part of the strategic evaluation of audit information combined with the ongoing identification of emerging needs.

Yukon Education is also engaged in long-term facility planning and a School Revitalization Plan which is anticipated to be completed during 2014–2015. This plan will consolidate the building condition audits that have been completed.

School Growth Plans and Reviews

School Growth Plans are part of the School Growth Process, which includes annual school growth planning, triennial school reviews and the consistent use of evidence to guide decisions and actions. The issues and recommendations identified in School Growth Plans guide the work of Yukon Education and each school throughout the school year.

As required under the *Education Act*, each year school staff, in collaboration with School Councils, parents and First Nations work together to develop plans aimed at improving the success of each student at the school. The plans contain the school's objectives, educational priorities, evaluation procedures, and other information that is required for the effective functioning of the school. The plans function as road maps to improvement for schools and are monitored and adjusted throughout the year.

Each school receives a comprehensive school profile in September, which includes all student performance data collected over the previous year. This, along with information collected at the school level, forms the basis of discussions among the superintendent, school administration, staff and School Council and may result in revisions to the School Growth Plan.

School reviews, conducted by a team including Yukon Education staff, educators, parents, School Council members and First Nations, provide schools with observations and recommendations about what should be done to improve student success. Following the review each school is expected to identify priorities in their School Growth Plan that respond to the recommendations made.

For some schools, the 2013–2014 School Growth Plan is a continuation or refinement of the 2012–2013 plan. For other schools, this will be the first year of a new plan and for a few schools, with new administration, this year will be a time to work with the community to look at the context of the school and evidence of student performance to develop a functional plan.

School Growth Plans are posted as pdf documents to each school website and are accessible to the public. Go to **www.yesnet.yk.ca/schools/index.html** to find links to each school website.

Findings from the 2013–2014 School Growth Plans

Draft School Growth Plans were submitted to Yukon Education by each school on or before May 30, 2013. The School Growth Plan Advisory Committee (comprised of Yukon Education staff, superintendents, principals, a Yukon Teachers' Association representative, School Council members, First Nations and consultants) reviewed each growth plan. In-depth review of the plans by Yukon Education staff occurred during the summer. Feedback on each school's growth plan is provided to the school in the fall for potential revisions before the plan is finalized and approved by the School Council.

All schools are focused on addressing specific needs and improving outcomes identified in the review of student performance. Identifying goals or objectives, seventeen schools focused on literacy, reading, writing or oral language as in the case of École Whitehorse Elementary; eight schools had a goal or objective related to social responsibility including self-regulation; and six schools are working on engagement of both students and the community. Six secondary schools are focusing on individual achievement and, although only three schools identified a goal or objective related to attendance, many schools identified strategies to improve attendance as a way to meet a goal in another area.

Schools are encouraged to continue to strengthen the following areas of practice: the use of a variety of evidence including academic and social-emotional development to guide improvement strategies; and the ongoing evaluation of strategies in use to ensure improvements in student achievement. In relation to creating and monitoring school growth, schools are strongly encouraged to reach out to engage parents, First Nations and the School Councils as active participants in the process.

Integrated Risk Management

As part of our annual strategic planning process, we have identified and assessed the key risks that we face, and have developed strategies and initiatives to help us address those risks and enhance our ability to improve student achievement and success in Yukon schools. These include the following:

- the inconsistent attendance of some students at school;
- disparities in our ability to provide the same level of educational programs at community schools that we are able to provide in Whitehorse schools;
- the resources and programs available to address the significant differences in the behavioural and learning needs among our students;
- our capacity to support increasing activities arising from First Nation education agreements;
- the need to maintain a good working relationship with the Commission scolaire francophone du Yukon to provide high quality French first language instructional programs in Yukon;
- some lack of alignment of planning and program delivery within Yukon Education, including between the department and the schools; and
- limitations in our ability to monitor and report on student performance in the Yukon, as well as our ability to evaluate the success of our programs.

Educational Programs and Other Initiatives

We have implemented a number of initiatives to help us address these identified risks and to meet our goal of student achievement and success in Yukon schools.

Rural Equity Model

The data confirms that our rural students are not achieving at the same level as our urban students, and have fewer course and other educational options. To address this performance gap we are implementing a strategy that will include enhanced distance learning opportunities, sharing of resources, specialization of teachers, support for the arts, trades, and other specialties, and other program opportunities that will allow rural students to work together in larger groups.

As part of the Rural Equity Strategy we have begun implementation of a plan that will support technology assisted learning throughout the Yukon. Examples of initiatives that are already underway include ensuring video conferencing capability in all rural schools and the establishment of the Aurora Virtual School that will

support a variety of schooling options throughout the Yukon (such as combinations of in-class and alternative learning models, online enhancements for existing courses, and assistance to help rural teachers prepare different courses at different levels).

Partnerships with Yukon First Nations

The data also confirms that our First Nations students need educational programming specific to their culture and context in order to help them to succeed at school. To this end we are continuing to collaborate and formalize partnerships with Yukon First Nation governments to improve Yukon First Nation student achievement and ensure that the public school system meets the needs of First Nation students.

...our First Nations students need educational programming specific to their culture and context in order to help them to succeed at school.

Working in partnership with Yukon First Nations, we are supporting the promotion of Yukon First Nation language and culture in Yukon schools through the provision of experiential, traditional knowledge, and other First Nation cultural programs and resources, First Nation language programs, the development of First Nation related curricula and other resources, and cultural sensitivity training provided to Yukon Education staff.

Examples of initiatives that are already underway include the joint creation of credit courses with First Nation governments, accreditation of culture camps, and other joint initiatives involving experiential learning that integrate traditional knowledge, locally developed curriculum, and other alternative educational programming initiatives.

Experiential learning projects have been developed and implemented in several Yukon communities and in partnership with Yukon First Nations. Traditional and on-the-land programs and experiences that allow students to earn credits are being integrated into Yukon schools, for example Tr'ondëk Hwëch'in Traditional Camp Accreditation at Robert Service School, and land-based experiential education programs with the Vuntut Gwich'in First Nation at the Chief Zzeh Gittlit School.

A First Nations Experiential Program for students (CHAOS — Community, Heritage, Arts, Outdoor and Skills) is operating out of the Wood Street Centre for Grade 9 and 10 students, and a new course (Ancestral Technology 9 and 10) is now being piloted in the CHAOS Program.

Yukon Education is continuing to provide support to the Individual Learning Centre and is working with First Nations and school communities to develop independent and alternative learning approaches at Yukon schools, for example we are working with the Tr'ondëk Hwëch'in and Robert Service School staff to develop an independent learning centre for students experiencing learning challenges. We are also providing resources at both the Teslin School and the Chief Zzeh Gittlit School to provide independent learning centre programming to support students in those schools.

We also continue to offer First Nation language programs in 21 Yukon schools and for seven of the eight Yukon First Nation language groups, and we have hired a linguist and made other resources available to support First Nation language curriculum in the schools.

Yukon Education is working with the Tr'ondëk Hwëch'in to add language/culture space at Robert Service School and with the Champagne and Aishihik First Nations to deliver the Southern Tutchone Bi-Cultural Program, a bilingual program intended to increase the level of Southern Tutchone content and perspectives in the St. Elias Community School. We have also entered into agreements with Simon Fraser University and the University of British Columbia to support projects relating to the documentation of Aboriginal languages, including the development of a Kaska language digital archive and dictionary database.

First Nation language programs are offered in 21 Yukon schools and for seven of the eight Yukon First Nation language groups.

The Yukon government has also entered in a Memorandum of Understanding on Education Partnership with Yukon First Nations and the Government of Canada to create and implement a joint action plan to improve learning outcomes for First Nations students, and we have entered into an Education Agreement with the Tr'ondëk Hwëch'in under which the parties jointly develop school curricula and programs within Tr'ondëk Hwëch'in Traditional Territory. An example of this is the use of the "Finding Our Way Home" Kanacha scrapbook project, as well as Traditional Knowledge Camp accreditation, an independent learning centre, cultural education, and the development of residential school curriculum.

Within Yukon Education, a First Nations Curriculum Consultant works with teachers and schools to incorporate First Nations culture into our learning resources. An example of this is the use of the J.J. Van Bibber memoir, *I was Born under a Spruce Tree,* in Yukon schools. Yukon Education also provides cultural sensitivity training to all Yukon teachers and administrators, most recently on the history and impact of residential schools.

Individual and Alternative Learning Programs

Yukon Education is exploring the implementation of Individual and Alternate Learning Programs in a number of Yukon communities including Teslin, Dawson City and Old Crow. For example, the Northern Rural Experiential Model enhances trades, fine art, and experiential learning in a number of schools. We are also developing a model of course delivery in Watson Lake that expands the use of technology in the classrooms and addresses the need for self-directed learning and increased student choice.

Ongoing support is provided for the Teen Parent Centre, and Yukon Education is evaluating and enhancing its available resources to support teen parents' success at school.

Student Support Services

We have also been continuing to refine the programs and services offered by our Student Support Services Unit to better address the needs of our more vulnerable students. For example, we have revised the Student Support Services Manual to provide clear and consistent guidelines for how to access services, and to develop proactive initiatives and use assessment tools to address social, emotional, and physical challenges to promote success for all students.

Yukon Education has fully updated its Student Support Services Procedures to provide clear direction and processes for assessing, identifying, resourcing and providing programming for students with special needs. We have also established a needs-based service model as well as an equitable and consistent method for allocating paraprofessional staff in Yukon schools.

Self-Regulation

Yukon Education began implementing this initiative in early 2013. Self-regulation focuses on improving a student's ability to control their thoughts and actions, respond to the demands around them, and achieve their personal goals. For students with social-emotional, behavioural and other vulnerabilities, self-regulation is a key part of being ready to learn in the classroom. Three schools have been involved in the first phase of this initiative — Takhini Elementary School, Teslin School, and Ghùch Tlâ Community School.

Student Attendance

We are also working to improve student attendance rates in all Yukon schools, given that regular attendance at school is important for the development of a student's academic and social-emotional skills. Yukon Education is working with the Department of Health and Social Services and other partners to establish the reasons for the poor attendance of some students in the Yukon and develop strategies to address attendance issues. In addition, the Victoria Gold Student Encouragement Society was established to provide a source of funding for school-based projects aimed at improving student attendance.

Alignment of Early Childhood Education Programs

Yukon Education is also working to align the early childhood education programs offered by the Yukon government with our programs and services as well as our strategic goals and objectives. We believe that all children should have access to high-quality early childhood education that ensures that they arrive at school ready to learn. We are working with the Department of Health and Social Services to develop an action plan for early childhood education so that there will be better alignment and delivery of early childhood education programs and services for children up to six years of age, their parents and their families.

Children should have access to high-quality early childhood education that ensures that they arrive at school ready to learn.

This year Yukon Education has also expanded its *Learning Together* program for pre-school children, their parents and their caregivers to include three additional schools, two of which are in rural communities. Play-based learning, physical, social and emotional confidence-building activities, and parenting ideas and supports delivered by community professionals form the core of this program. The Learning Together initiative has been expanded and is being implemented in three additional schools (Hidden Valley School, Eliza Van Bibber School, and Johnston Elementary School).

Literacy Strategy

Yukon Education is also developing a Literacy Strategy for Yukon schools. We are committed to supporting literacy as a priority given that it is a fundamental building block for learning and for student success. Early in 2013 we created the Yukon Literacy Strategy and Action Plan Working Group, which includes participation by a range of literacy stakeholders, including NGOs, First Nations, Yukon College and the business community. This working group is responsible for developing the new Literacy Strategy and Action Plan by 2014.

In addition to this, many Yukon schools have included literacy goals in their School Growth Plans. Literacy is also a pillar of the Yukon Government's Social Inclusion Strategy, and we are continuing to provide funding and support for the Family Literacy Centre and the Imagination Library.

English Language Learners

Yukon Education now provides many supports to the increasing number of English language learners who make Yukon home. We have taken measures to improve the educational programming provided to English Language Learner students in our schools, including providing additional funding for personnel in the schools and for other supports for students, teachers, and parents.

French Language Programs

Yukon Education continues to provide a number of French language programs in our elementary and secondary schools, including French as a Second Language (Core French), French Immersion, Intensive French, Post-Intensive French, and Options Plus French. These programs are supported by professional development opportunities for teachers and the implementation of research-based instructional and assessment strategies.

Physical Literacy Program

In partnership with Sport Yukon and other stakeholders, Yukon Education has implemented a pilot program at F.H. Collins School that will focus on physical literacy and multi-sport training as tools to help student athletes meet their potential.

Leaders in Education/Innovation Fund

The Leaders in Education/Innovation Fund focuses on supporting innovations in schools to improve student outcomes. Each proposal must connect to the goals and objectives outlined in the School Growth Plan. The total available is $100,000, and each school can submit more than one application.

In May 2013, 23 schools, School Councils, and First Nations submitted 35 applications totalling $429,000 to this fund. A multi-disciplinary committee reviewed each application using a content-based checklist to gauge the extent to which the funding request was in support of the school's growth plan goals.

Twenty projects received Innovation funding. The range of educational initiatives was diverse, reflecting the uniqueness of each Yukon school community. Examples of project themes included:

- the use of iPads and other technologies in support of learning across all curricular areas;
- equipment to support experiential and nature-informed programs;
- initiatives to enhance student attendance and achievement at school;
- support for students through a First Nations male mentorship model;
- programs to support schools, families, and communities working well together; and
- creating spaces that facilitate learning for students and community members.

Recipients submit a project report to Yukon Education by the end of the school year. By doing so, best practices and lessons-learned can be shared system-wide to maximize benefits for students. Applications for the 2014–2015 Leaders in Education/Innovation Fund are due May 30, 2014.

Opportunities for Post-Secondary Education

Yukon Education continues to provide ongoing support for the operation of post-secondary programs at Yukon College as well as student financial assistance for Yukon students to pursue post-secondary studies outside the territory.

We have completed revisions to the Yukon Excellence Awards, and we continue to index the Yukon Grant in order to provide meaningful financial assistance to Yukon students pursuing post-secondary educational opportunities.

We are also continuing to work collaboratively with Yukon College's Board of Governors and College staff and communities to explore opportunities, research various models and structures and develop a plan to help the College to continue to serve the needs of Yukon and the North. This has included an expansion of the existing internal Yukon government land reserve for Yukon College in order to facilitate the planned expansion of college facilities.

We are also supporting the development of the Centre for Northern Innovation in Mining at Yukon College, as well as training for Oil Burner Mechanics and a dual credit welding trade course at Robert Service School. We are also conducting a formal evaluation and review of the Yukon Apprenticeship Training and Tradesperson Certification Program.

Home Education

A dedicated consultant at Yukon Education provides support to home-schooled students, and Yukon Education is developing a framework to address outstanding issues and provide additional support for home schoolers. For example, the Aurora Virtual School provides distributed learning support for home-schooled students and Yukon Education has entered into agreements with other distributed learning schools to provide additional support.

Facilities Management

A School Revitalization Plan is being developed for Yukon Education, and additional resources have been identified within Yukon Education to ensure that safety is considered in all schools and programs (including shop safety in the schools). This includes the implementation of a Seismic Mitigation Program to address the risks identified in the recent Seismic Evaluation Report.

Executive Director's Report — Yukon Francophone School Board #23, 2013 Annual General Meeting

The 2012–2013 school year was one of great achievements and major progress for the CSFY.

The CSFY is still working with Education Yukon to advance the issues raised in the legal action. Over the past year, we have established positive and constructive working relationships with the employees of Education Yukon. Some issues have been settled and we are working with Education Yukon to make progress on the others. Agreements have been put in place to preserve and follow up on what we have achieved.

The CSFY is still awaiting the judgment from the court of appeal; we expect to receive it in the fall of 2013. The appeal was heard in March 2012.

The school administration team has completed its second year and will remain in place for the 2013–2014 school year. The stability of this team facilitates the tracking of students and creates a strong corporate memory in a school.

I would like to take this opportunity to thank the entire school staff. Some of our staff members have several years of experience and others are starting their careers. Mentoring, tutoring and team work among the staff are always remarkable. Our students and community greatly benefit from the involvement of the entire team.

The CSFY moved into new offices in July 2013. The increasing number of employees at the school and the CSFY required this change.

Thank you to the team of commissioners and the presidents of the CSFY (André Bourcier and Luc Laferté). Our elected members work hard to advance the cause of French first language education in Yukon and truly invest their time and energy to ensure a quality education for all.

A special thank you to the ladies with whom I work at the CSFY. Their efficiency, professionalism and vision are remarkable. Furthermore, they provide constant support to the school.

The Yukon Francophone School Board #23 continues to develop the streams of its 2010–2015 Strategic Plan. The Executive Director's Report follows the five streams of the Strategic Plan and the various accomplishments of the year.

Here is a summary of new and ongoing activities for the 2012–2013 school year.

1. Curriculums and Educational Services

General

The executive director decided to hire two educational consultants instead of an education director. These two consultants work in close collaboration with the school administration and the CSFY to manage Francophone programs in the Yukon. They evaluate the programs and tools used and find the resources necessary to meet the needs.

An external evaluation of the school was conducted during the 2012–2013 year. The staff worked collaboratively to prepare this evaluation. The final report will be made available on the CSFY website once we receive it from Education Yukon. The executive director coordinated the selection of the external team with Education Yukon, but did not take part in the evaluation or the writing of the report.

Following meetings with students, school staff, the parent advisory council, partners and the community, the external evaluation team made a range of recommendations to the school and the CSFY. These recommendations will be taken into consideration in the school's annual plan and in the development of the CSFY's new strategic plan. The submitted report is extremely positive. The external team was surprised and impressed by the quality of the education offered and the quality of the students' French.

The CSFY continues to support the school with the development of strategies to promote student learning. Professional learning communities, collaborative days, mentoring, conferences, and sharing are valuable tools in a minority setting.

The school follows the evaluation template developed in partnership with Education Yukon and continues its evaluation and improvement following the evaluations conducted. School staff use a variety of formative and summative evaluations to give an accurate image of students' overall development. The staff continues to develop its knowledge about formative evaluation.

In accordance with curriculum requirements, report cards are used at the elementary and secondary levels, to provide a clear picture of students' results. These report cards meet the Department requirements set out in the document: "Communication of results in Yukon schools."

In 2012–2013, 205 students were registered at the Émilie Tremblay School and Académie Parhélie: 161 at ÉÉT and 44 at AP. The increasing number of students at the school is a positive development for the school; however, the real challenges posed by the physical facilities are a growing concern. There are very few spaces for specialized services in the school and for students and staff.

Each year, over the last five years, we have seen an increase in the number of students of about 10%. While the majority of English schools are declining and their schools are emptying, Émilie Tremblay School and Académie Parhélie are growing.

It is important, for the CSFY, to ensure that students and staff have the necessary resources to meet the Department requirements. Curriculums are constantly being analyzed, and there is a continual search for resources that will meet everyone's needs.

The Académie Parhélie (CSFY file)

The school staff continues its evaluation and its annual programming update, and hands in an annual report to the CSFY including the revised programming.

The school sends a copy of the AP programming to its partners in order to facilitate the linking of annual and community activities.

Outings, camps and field trips are directly linked to British Columbia programs. Experiential and integral plans are prepared for each outing. Evaluations are completed at the end of each outing.

A unique path is offered to students, with various certifications that go beyond the regular program. Also, students finish high school with two first languages and an introduction to a third one. The CSFY is the only Yukon institution that can offer this clear advantage.

Laptops are a critical tool for research and presentations.

Activities at the Yukon College and in various work places are offered to the Académie Parhélie students.

The number of students at Académie Parhélie is stable and our graduates are full-time students in our system.

This year, the school board received two awards recognizing programs at the Académie Parhélie:

- The Canadian Education Association's Ken Spencer Award, which recognizes innovation in teaching and learning.
- The civic community school recognition award. This certificate is awarded by the Francophone National Federation of School Boards (FNCSF) to only two French-language schools in a minority setting whose regional project has energized our Francophone communities.

Special Needs

The school continues to offer a range of specialized services to students using the financial and human resources it receives from Education Yukon. The CSFY continues to lobby for services that are equal to those available in the Anglophone community in order to meet all requests.

The CSFY is lobbying and obtaining the necessary technological tools to help special needs children.

Students' records are updated and presented to the Department of Education in accordance with requirements.

The CSFY has obtained the services of an educational psychologist from British Columbia to respond to the needs of its students. Once the evaluations are completed and the psychologist has made her recommendations, services are offered to students. Also, the CSFY offers remedial instruction and psychoeducation at the school. Education Yukon also offers specialized services to students. Unfortunately, several of these services are available only in English.

Help to Parents, Exogamy (mixed couples) and Early Childhood

The CSFY continues to receive the services of a part-time coordinator in exogamy and early childhood.

This year, the emphasis was placed on welcoming and supporting new parents and new students at the school. Various workshops, breakfast and learning sessions were offered.

The curriculum of the kindergarten for 4-year-olds program (Jardin d'Émilie) is being used and continues to be revised.

Partnerships were created with la Garderie du petit cheval blanc, les petits anges de Céline, les EssentiElles, the Health Community Network (PCS) and the Employment and Training Departments of the Association franco-yukonnaise to share available resources and offer support to all the stakeholders. Many workshops were offered during the year.

Francization

The program continues to develop at the elementary level according to students' needs. Annually, at the start of the school year, formative assessments are done at all levels and the services are offered based on the results. A document, in compliance with the CSFY admission policy, was created to ensure close follow-up and offer the best possible services in francization. At the secondary level, the francization program is now developed and services are offered to students.

2. Identity Building

Guillaume Robert continues in his position of cultural integration coordinator. This position is under the exclusive control of the CSFY. However, the coordinator works at the school and is under the supervision of the school principal. The coordinator plans annual activities for the schools. This planning is shared with the Francophone community to harmonize the activities offered and establish a joint plan. The coordinator works with the youth department of the AFY in order to meet the community and academic needs of the school, an enormous task of harmonization.

The coordinator is also following the recommendations made at meetings of the Education Community Partnership (PCÉ). The coordinator also offers specific workshops to elementary and secondary students. The coordinator establishes links with other schools for various cultural activities throughout the year.

3. Communication

The CSFY administrative assistant is now taking on a portion of CSFY communications. She is in charge of promotion, the website and all information sent to parents. She ensures participation in all visibility activities, such as Education Week, staff recognition activities, the book fair, open house activities, etc.

An e-newsletter "Infos CSFY" is sent out every month. The CSFY is always looking for topics that could be of interest to the community. Please feel free to share your suggestions.

A CSFY column is published every month in the Aurore boréale.

Public meetings are announced and take place every six weeks. The meetings are followed by forums in order to offer a platform for discussion with parents. Minutes are put on the CSFY website.

4. Community Involvement at the Local and National Levels

Local Community

The CSFY, Émilie Tremblay School, Académie Parhélie and community partners work hard to develop and implement the concept of civic community schools. This is a national concept and the Yukon plays a leading role. The Education Community Partnership (PCÉ) is allowing us to move the concept forward quickly and together develop tools that will meet the needs of our students and community.

The CSFY continues to work closely with its community partners. The PCÉ is very active and took part in the school external evaluation. During the 2012–2013 school year, the PCÉ revised its mandate and created a new joint work tool. It includes clear objectives, project leaders and clear deadlines. The PCÉ is an advisory group comprised of la Garderie du petit cheval blanc, les EssentiElles, the Health Community Network (PCS), the AFY (Arts and Culture Department, Youth Department, Employment and Training Departments), the school and the CSFY.

Various community organizations offer workshops to school students.

The community offers support in human resources as well as financial support for some training courses. The CSFY:

- offers its premises and equipment to the community, according to the needs expressed;
- supports la Garderie du petit cheval blanc in its educational development;
- takes part in various community meetings;
- takes part in meetings of the parent committee and offers financial support to the committee;
- executive director and president attend the annual general meetings of various community organizations;
- takes part in community network meetings on a range of topics including immigration, literacy, etc; and
- executive director and president take part in a variety of community events including community dinners, Francophone Gala, etc.

National

The CSFY takes part in the meetings of five national organizations and one regional one: the Fédération nationale des conseils scolaires francophones (FNCSF) (Francophone National Federation of School Boards); the Association canadienne d'éducation de la langue française (ACELF) (Canadian Association of French-Language Education); the Regroupement national des directions générales en éducation (RNDGÉ) (National Group of Executive Directors in Education); the Association de directeurs généraux des commissions scolaires du Québec (ADIGECS) (Quebec Association of School Board Executive Directors); and the Réseau pour le développement de l'alphabétisme et des compétences (RESDAC) (Network for the development of Literacy and Skills); and the Association des directions d'éducation de l'Ouest et du Nord (ADÉON) (Association of Western and Northern Education Directors).

- The FNCSF has one annual meeting attended by the executive director, the president and a commissioner of the CSFY. The FNCSF is the spokesperson for all the Francophone school councils and boards outside of Quebec. This organization is involved at all levels of education and lobbies various federal organizations in the education sector.
- The ACELF has an annual meeting to which various school stakeholders are invited. The executive director was elected governor of the ACELF Governing Council and participates in two annual meetings.

- The RNDGÉ and ADÉON organize various meetings during the year to offer executive directors the opportunity to network, share their experience and develop common projects. The CSFY executive director was elected president of the ADÉON and sits on the RNDGÉ executive committee. Also, a summer training session is offered to executive directors every year. The CSFY welcomed the summer training session in August 2013 with record participation by executive directors from all across Canada.
- Every two years, Francophone school boards outside Quebec are invited to take part in the annual symposium of Quebec executive directors. This symposium allows for exceptional exchanges and networking opportunities.
- The CSFY supports literacy initiatives and is working closely with the Employment and Training Departments of the AFY to create a territorial literacy network.

5. School Management

The CSFY now manages the CSFY's use of physical resources, an agreement signed between the CSFY and the City of Whitehorse (Joint Use Agreement).

The CSFY offers management training to its commissioners. A new school board will be elected in early October. A two-day training session will be offered to the commissioners. The new commissioners will be sworn in at the end of this training.

The CSFY has obtained the transfer of school budgets from Education Yukon. This year, and for the first time in the history of the CSFY, Education Yukon recognized that the amounts included in the bilateral agreements from the Federal government are reserved for additional costs related to minority education and should not be used for basic expenses. For the time being, Education Yukon is investing a minimal amount of additional funds to fulfill their part of the bilateral agreement. The CSFY continues to negotiate with Education Yukon, as the allotted budget still does not meet all the needs of the Francophone community.

The CSFY is developing a funding formula with Education Yukon. This formula will provide the CSFY with a core budget and recognize the Francophone presence in the Yukon and the obligations associated with section 23 of the Canadian Charter of Rights and Freedom. A consultant was hired by the CSFY to provide support. Education Yukon is paying half the costs of this exercise.

The CSFY is in charge of hiring staff at Émilie Tremblay School and Académie Parhélie. The staff remain employees of the Yukon government. A selection committee is comprised of the school administration team and a commissioner. This year, Education Yukon introduced a new hiring process, and the CSFY ensured that it was applied. Also, the CSFY offered French-language training to employees who planned to apply for positions at our schools. The CSFY annually adopts the calendar prepared by the schools.

The CSFY annually adopts the staffing presented by the school administration team and offers required follow-ups, based on the needs identified. This year, the CSFY was able to create four new positions to meet the needs of the school and the CSFY.

Staff evaluation is in line with Education Yukon requirements. Staff evaluation is done by the school principal. The school principal is evaluated by the executive director of the CSFY.

All personnel, according to their career growth plans, are invited to take part in professional development workshops. Also, the principal offers constant support to the staff.

The CSFY organized several work sessions to prepare the files for public meetings.

All the CSFY's public meetings are in accordance with the requirements of the Education Act.

The CSFY gives a copy of the minutes of every meeting to Education Yukon as required.

The CSFY prepares an annual budget that is presented to Education Yukon according to the Education Act. Once the budget is adopted, the CSFY is responsible for monitoring it.

The CSFY prepares financial statements for every public meeting. Also, a financial audit is done once a year, presented to the AGM of the CSFY and a copy is given to Education Yukon.

The CSFY manages renovations made at the schools following the guidelines from the Department of Education and Property Management.

Since the order issued by Justice Ouellette, the Deputy Minister of Education Yukon must prepare quarterly reports setting out the developments achieved by her Department concerning the content of the order and send them to Justice Ouellette.

Following a number of Departmental meetings and visits to the school, the CSFY obtained recognition from the Department of Education of the chronic lack of space in the school. Two portable buildings will be built in the fall of 2013 to provide a temporary solution. Also, the CSFY is working closely with Education Yukon to find the best solution for building a secondary school. The location and needs are in the process of being worked out. Various meetings and consultations took place during the year and these will continue in 2013–2014.

Performance Indicators

Average Absence Days for 2012–2013 School Year

Average absence days for 2012–2013 (FEMALE / MALE)

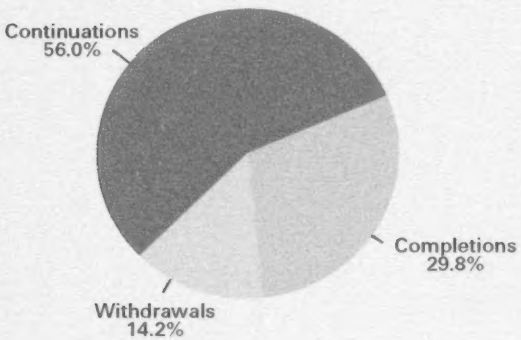
RURAL/URBAN	FEMALE	MALE	STUDENTS
Rural	29	27	28
Urban	18	17	18
YUKON	**20**	**19**	**19**

Average absence days 2012–2013
(FIRST NATIONS / NON-FIRST NATIONS)

RURAL/URBAN	FIRST NATION	NON-FIRST NATION	STUDENTS
Rural	31	22	28
Urban	23	16	18
YUKON	**26**	**17**	**19**

Distributed Learning

Often referred to as Distance Learning, Distributed Learning Programs increase students' access to learning opportunities in all Yukon schools. Regardless of a student's location or school population, through Distributed Learning Programs students have access to all prescribed courses available in B.C.'s distance education schools and through Alberta Learning. Over time Yukon Education will monitor distributed learning enrolments to obtain higher completion rates and fewer withdrawals.



Total Yukon enrolments in formal Distributed Learning ('Distance Education') K–12 courses and full programs from August 2012 to July 2013 = 225 (114 in-school students; 111 home-educated students).

Boehm Spring 2013 — Summary

We assess student understanding of 50 basic concepts most frequently used by Kindergarten teachers to measure language comprehension skills and identify children who may be at risk in their learning.

	NC	CI	NI	NA	ENROLMENT
Urban	47%	32%	20%	2%	336
Rural	36%	28%	36%	0%	67
YUKON	**45%**	**31%**	**22%**	**2%**	**403**

NC: No Concern
CI: Classroom Intervention
NI: Needs Investigation
NA: Not able to take the test or Absent

Early Years Evaluation Survey Spring 2013 — Summary

The Early Years Evaluation survey (EYE) survey measures development in the areas of Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, Physical Development — Fine Motor, and Physical Development — Gross Motor. It is given to students on an individual basis specifically to determine if there is a need for early intervention or extra support.

EYE – DEVELOPMENTAL LEVEL	NC	CI	NI	EYE – CASES
Awareness of Self and Environment	89%	11%	1%	395
Social Skills and Approaches to Learning	77%	17%	6%	395
Cognitive Skills	90%	9%	1%	395
Language and Communication	86%	13%	1%	395
Physical Development – Fine Motor	89%	9%	2%	395
Physical Development – Gross Motor	89%	10%	1%	395

NC: No Concern
CI: Classroom Intervention
NI: Needs Investigation

Graduation rates for students enrolled in Grade 12

Annual graduation rates are calculated as the percentage of students who graduate from the total number of students enrolled in Grade 12.

Example:

Graduates: 215 **Grade 12 Students: 289** = **74%**

Due to Yukon's small population, fluctuations in the numbers of students and the graduation rate will occur from year to year. With such small numbers of students, it is normal to see a larger variance in graduation rates year to year compared to other jurisdictions.

Note: Prior to the 2010/2011 Annual Report, annual graduation rates were calculated by a variety of different methods and are not directly comparable to the numbers below. Please refer to the relevant annual report for the calculation method of that year. **www.education.gov.yk.ca/about/reports_archive.html**

URBAN/ RURAL	FIRST NATIONS/ NON-FIRST NATIONS	2011 GRAD RATE	2012 GRAD RATE	2013 GRAD RATE
Urban	Non-First Nations	(215/289) 74%	(240/272) 88%	(183/241) 76%
Urban	First Nations	(56/96) 58%	(61/105) 58%	(50/116) 43%
Urban		**(271/385) 70%**	**(301/377) 80%**	**(233/257) 65%**
Rural	Non-First Nations	(26/36) 72%	(18/28) 64%	(13/15) 87%
Rural	First Nations	(13/27) 48%	(17/29) 59%	(11/15) 73%
Rural		**(39/63) 62%**	**(35/57) 61%**	**(24/30) 80%**
Yukon	Non-First Nations	(241/325) 74%	(258/300) 86%	(196/256) 77%
Yukon	First Nations	(69/123) 56%	(78/134) 58%	(61/131) 47%
Yukon		**(310/448) 69%**	**(336/434) 77%**	**(257/387) 66%**

URBAN/ RURAL	FEMALE/MALE	2011 GRAD RATE	2012 GRAD RATE	2013 GRAD RATE
Urban	Female	(152/207) 73%	(154/198) 78%	(121/201) 60%
Urban	Male	(119/178) 67%	(147/179) 82%	(112/156) 72%
Urban		**(271/385) 70%**	**(301/377) 80%**	**(233/357) 65%**
Rural	Female	(22/36) 61%	(23/34) 68%	(11/17) 65%
Rural	Male	(17/27) 63%	(12/23) 52%	(13/13) 100%
Rural		**(39/63) 62%**	**(35/57) 61%**	**(30/24) 80%**
Yukon	Female	(174/243) 72%	(177/232) 76%	(132/218) 61%
Yukon	Male	(136/205) 66%	(159/202) 79%	(125/169) 74%
Yukon		**(310/448) 69%**	**(336/434) 77%**	**(257/387) 66%**

Six-Year Completion Rate

Annual graduation rates are only one of many indicators of student success. Within Canada, there is no consistent method used among provinces and territories to determine graduation rates, though increasingly more jurisdictions (including Yukon) are moving toward using the six-year cohort method to calculate a completion rate.

For 2012–2013, the six-year cohort method counts all students who entered Grade 8 for the first time in 2007–2008 and calculates the completion rate based on those who received a graduation certificate within the six-year period.

The completion rate also takes into account in-and-out-migrations. In-migrations are those students who come into the system during the six year period who would have been in Grade 8 for the first time in 2007–2008. Out-migrations that are included in the calculation of the completion rate are students who may still be in the system but who have not graduated, students who have abandoned their education, dropped out or whose outcomes are unknown. Out-migrations not included in the completion rate are those students who are confirmed to have left the Yukon school system to complete their secondary school education outside Yukon.

The six-year completion rate for 2012–2013 is 72.2%, with 9.8% of students still in school in Yukon and 18.0% not found in the system.

	2010–2011	2011–2012	2012–2013
Six-Year Completion Rate	68.0%	70.7%	72.2%
Still In School	7.7%	5.71%	9.8%
Not Found	24.3%	23.6%	18.0%

Analysis

An analysis of the six-year completion rate and the 2013 graduation rates show that many students are taking a full six years to graduate from high school. The six-year completion rate is rising and an increasing number of students are remaining in the school system.

For 2012–2013, there was a group of students one credit short of graduation who remained in the school system. Several subsequently wrote exams in the November and January exam periods and have graduated. 44% of the remainder are still in school.

Yukon Achievement Tests

Starting in 2012–2013 school year, the Yukon Achievement Tests now follow the B.C.-based Foundation Skills Assessment format (FSA) rather than the previous Alberta-based Achievement Tests format. This change was requested by staff and School Councils as Yukon students follow the British Columbia (B.C.) curriculum, and secondary students take the B.C. provincial exams.

The YATs are now a set of B.C./Yukon curriculum-based assessments in reading, writing and numeracy for Grades 4 and 7. These assessments measure important foundation skills that students have gained over several school years, not just in a single year. The marks do not count toward student report card marks. The results supplement other information such as report cards and classroom assessment activities. The information will provide a snapshot of what students have learned, and will be used to help provide support for students, schools and the system.

All Grade 4 and 7 students are required to take the YATs. Any exemptions must be pre-approved by Yukon Education following discussion with the principal and a review of the required documented evidence.

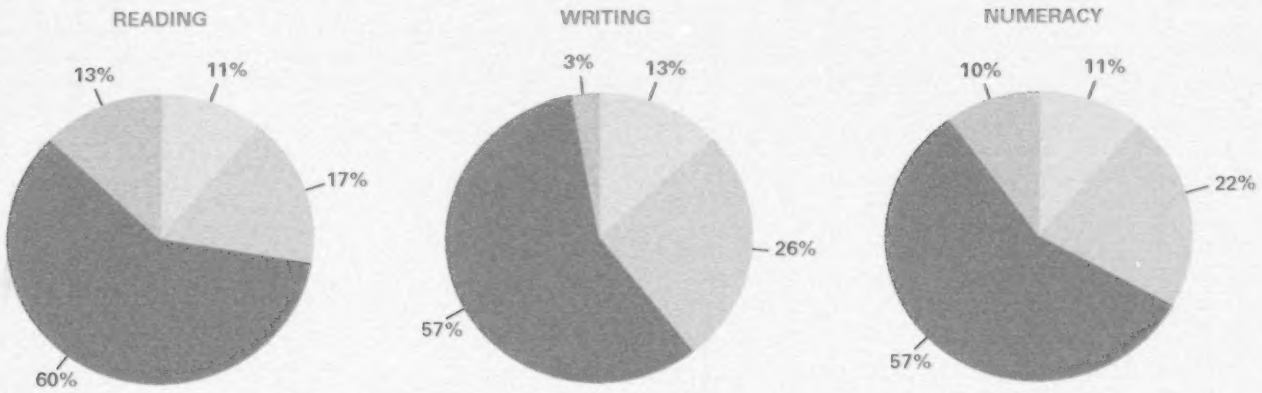
Students with special needs may be exempted from all or part of the tests. Schools will receive guidelines to identify these students.

Most English Language Learner students will take part in the tests. A few — those who have not yet developed English Language Proficiency — will not take part.

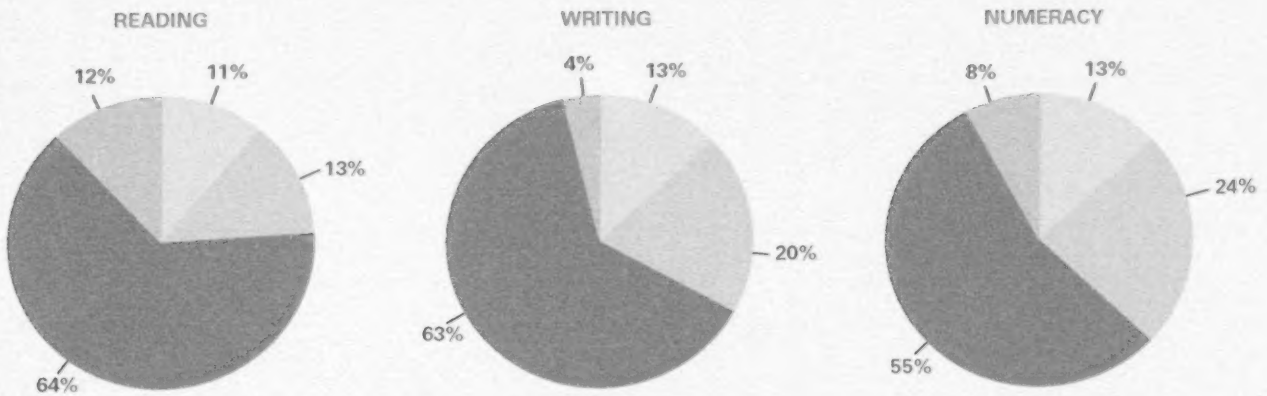
Francophone students receive French versions of the YATs and will respond in French. French Immersion students receive English versions and respond in English.

YAT Results 2012–2013 Grade 4

YAT Results 2012–2013 for All Grade 4 Students (n=366)

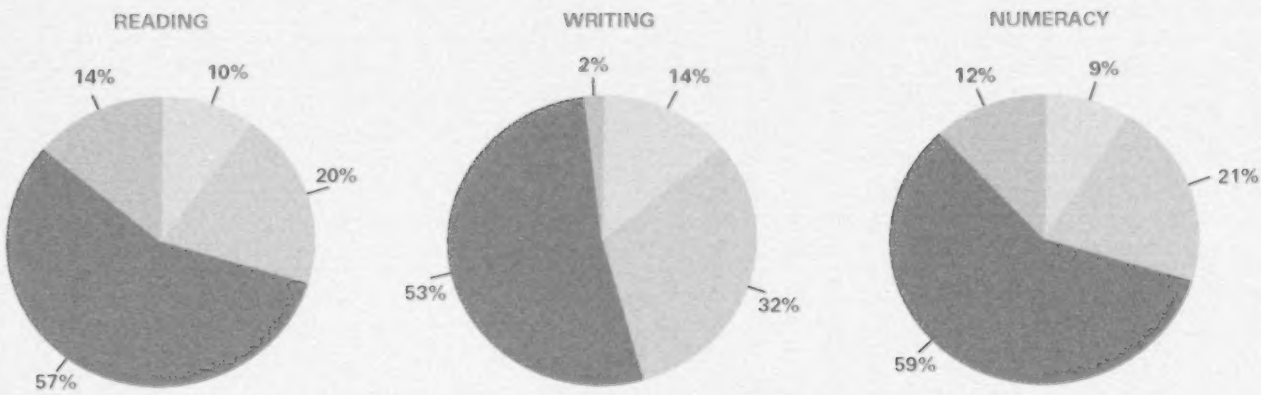


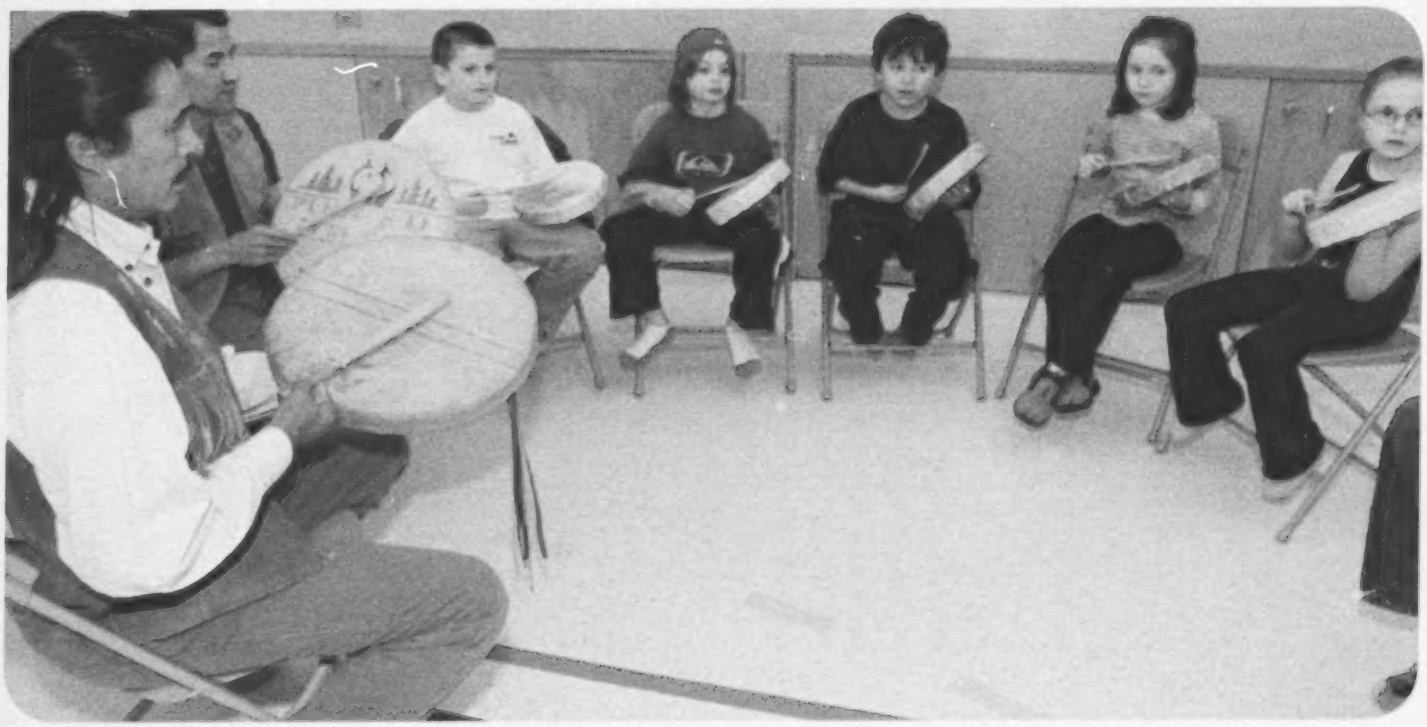
YAT Results 2012–2013 for Grade 4 Female Students (n=166)



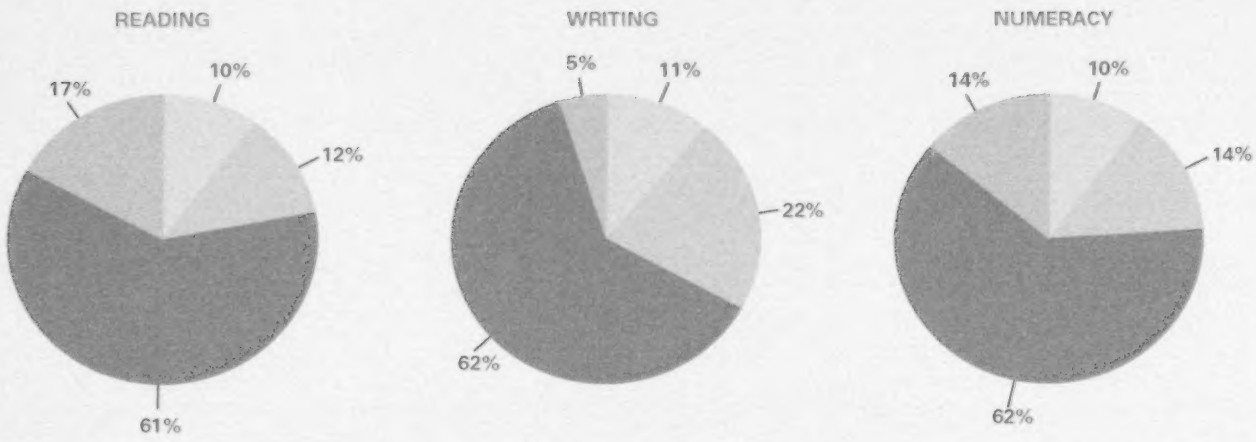
Performance Level Unknown | Exceeding | Meeting | Not Yet Meeting

YAT Results 2012–2013 for Grade 4 Male Students (n=200)

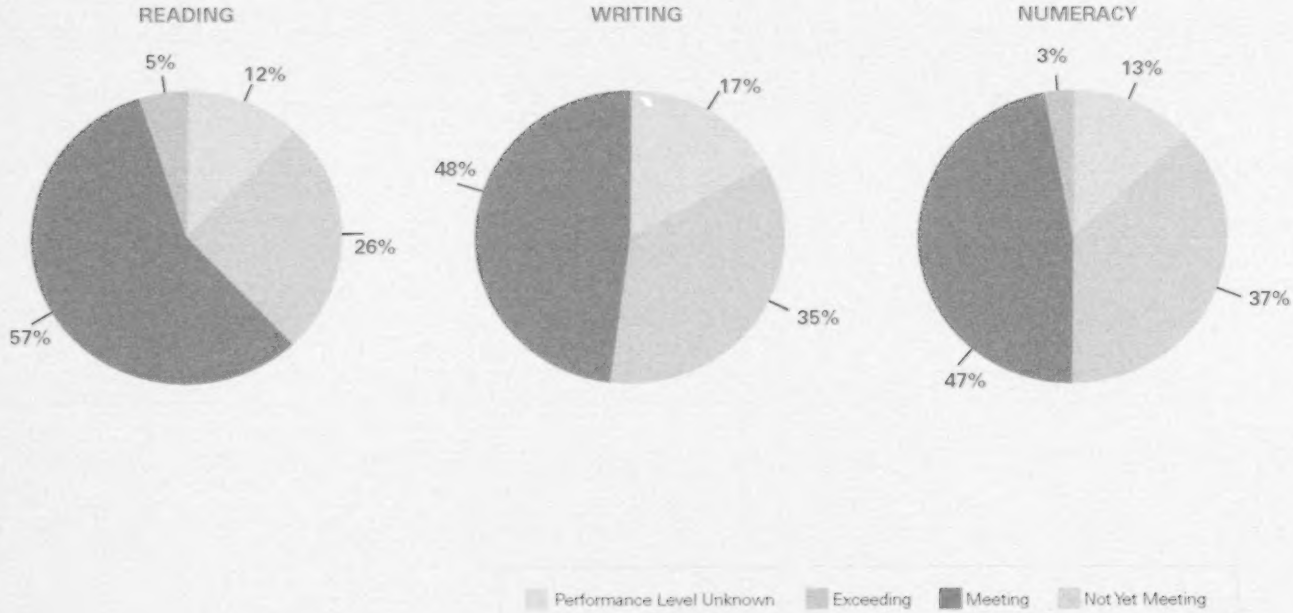




YAT Results 2012–2013 for Grade 4 Non-First Nations Students (n=239)

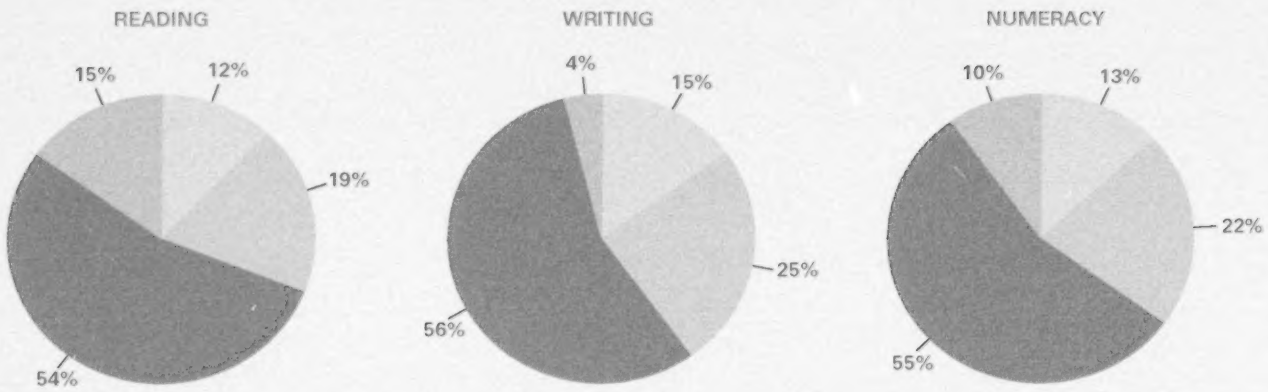


YAT Results 2012–2013 for Grade 4 First Nations Students (n=127)

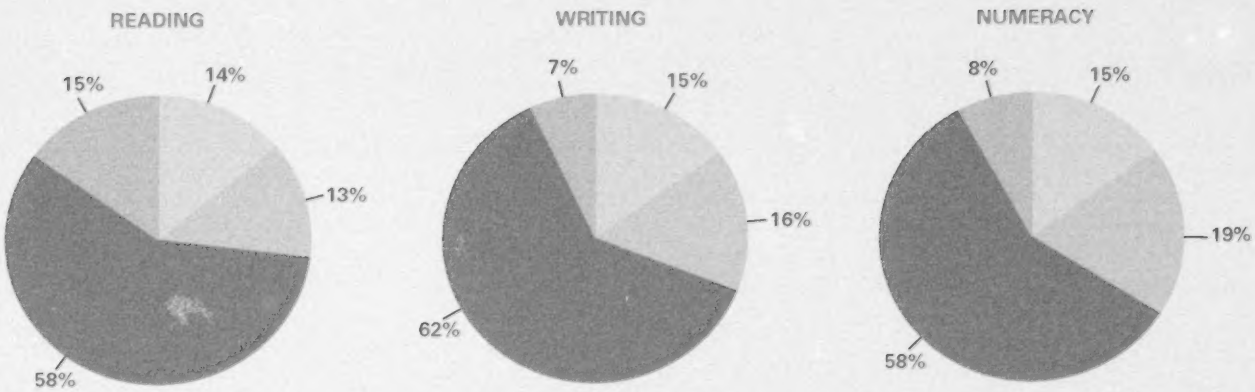


YAT Results 2012–2013 Grade 7

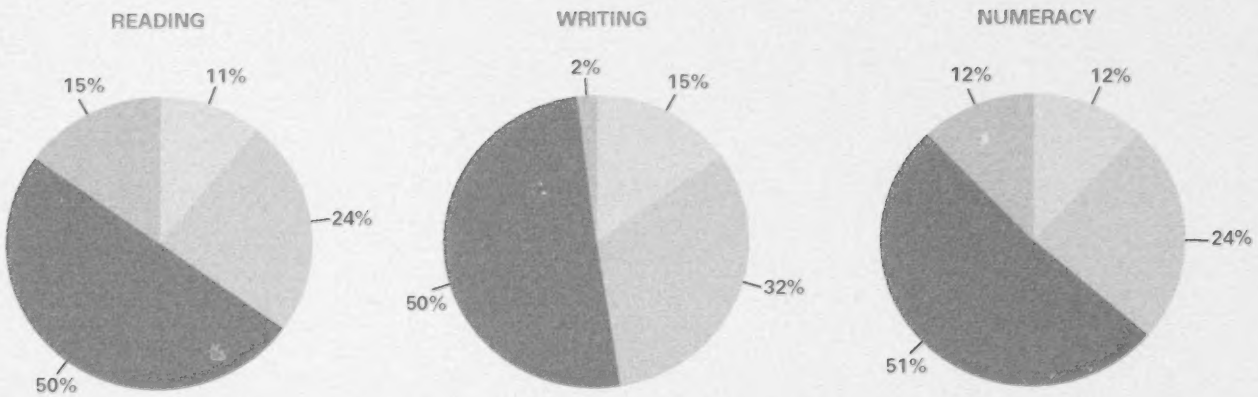
YAT Results 2012–2013 for All Grade 7 Students (n=386)

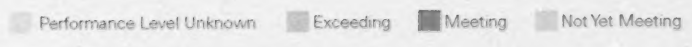


YAT Results 2012–2013 for Grade 7 Female Students (n=182)

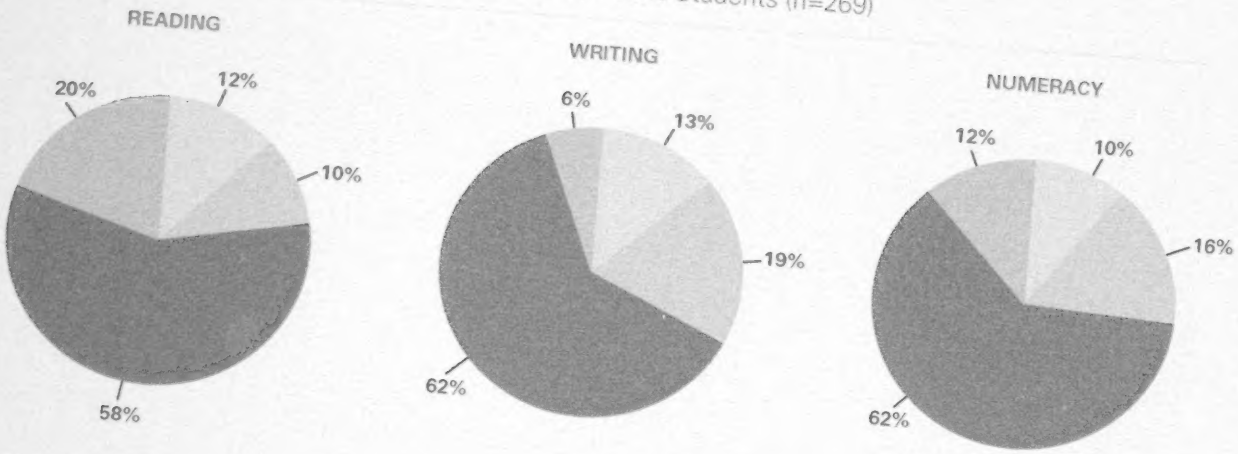


YAT Results 2012–2013 for Grade 7 Male Students (n=204)

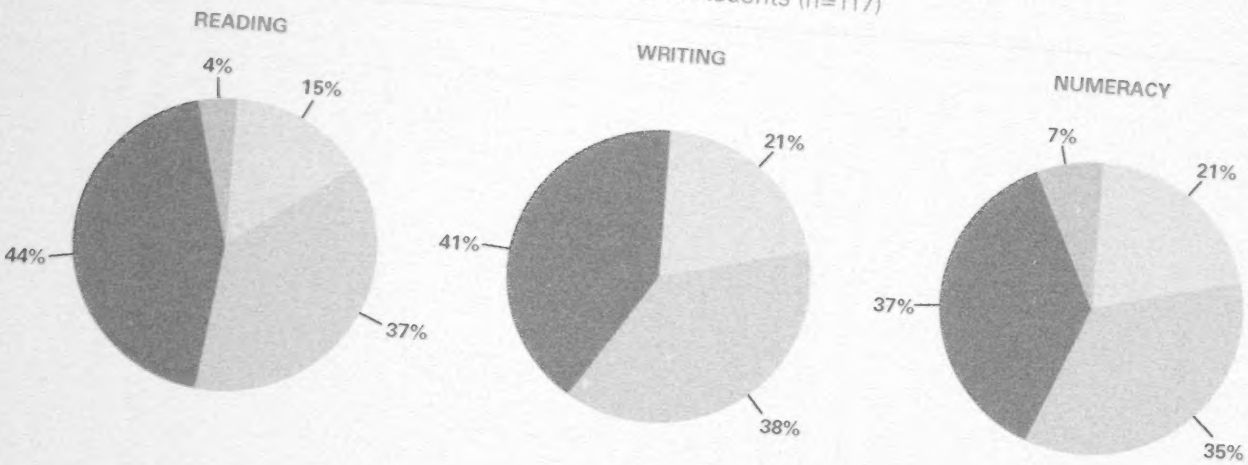




YAT Results 2012–2013 for Grade 7 Non-First Nations Students (n=269)



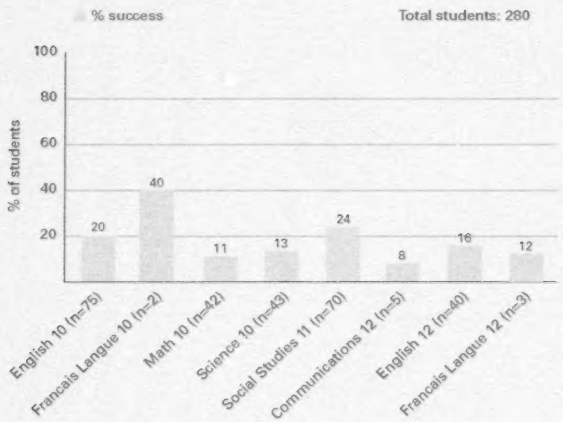
YAT Results 2012–2013 for Grade 7 First Nations Students (n=117)



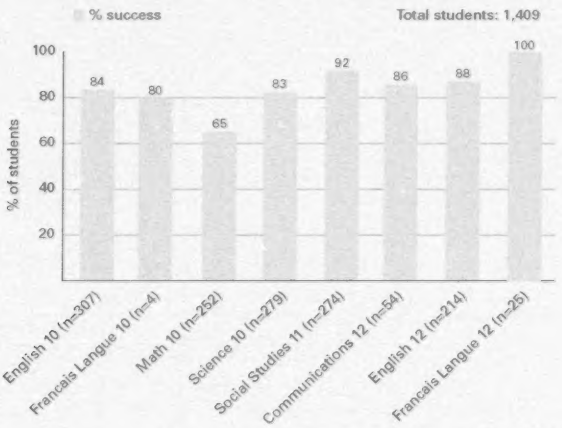
B.C. Provincial Examinations

A number of mandatory exams are administered each year as standardized summative assessments and these exams are required to meet the B.C. graduation requirements. Required exams include Grade 10 English, Math and Science; Grade 11 Social Studies; Grade 12 English; First Peoples English Grade 12 or Communications Grade 12; and Française Langue 12 for bilingual certification.

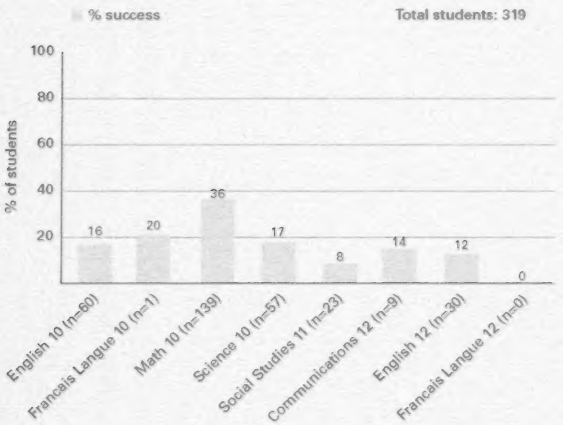
B.C. Provincial Exams — Excellence Level in Grades 10–12 (80% to 100%)



B.C. Provincial Exams — Acceptable Level in Grades 10–12 (50% to 100%)



B.C. Provincial Exams — Below Acceptable Level in Grades 10–12 (Below 50%)



BCP EXAMS	BCP EXAM AVERAGE
English 10 (n=367)	66%
Francais Langue 10 (n=5)	72%
Math 10 (n=391)	57%
Science 10 (n=336)	64%
Social Studies 11 (n=297)	68%
Communications 12 (n=63)	63%
English 12 (n=244)	66%
Francais Langue 12 (n=25)	71%
TOTAL (n=1,728)	

Figures at a Glance

Enrolment by school grade (2012–2013) —

All Yukon schools by grade (June 30, 2013)

AREA	SCHOOL	PROGRAM	ELEMENTARY						
Urban			K4	K	1	2	3	4	5
1	Christ the King Elementary	English		40	38	36	44	46	46
2	Elijah Smith Elementary School	English		41	37	37	41	44	45
2	Golden Horn Elementary School	English		23	25	16	15	21	12
2	Grey Mountain Primary School	English		19	20	15	19		
3	Hidden Valley School	English		10	7	7	15	7	3
1	Holy Family Elementary School	English		20	20	19	23	23	26
2	Jack Hulland Elementary School	English		44	31	37	31	35	42
3	Selkirk Elementary School	English		37	19	18	24	30	38
2	Takhini Elementary School	English		16	24	15	17	19	17
2	Whitehorse Elementary School	French		58	57	47	48	43	42
4	École Émilie-Tremblay	Français	26	31	18	17	23	13	17
1	F.H. Collins Secondary School	English							
1		French							
1	Individual Learning Centre	English							
1	Porter Creek Secondary School	English							
1	Vanier Catholic Secondary School	English							
URBAN TOTAL			**26**	**339**	**296**	**264**	**300**	**281**	**288**
Rural			K4	K	1	2	3	4	5
3	Chief Zzeh Gittlit School	English	4	2	3	5	3	1	3
3	Del Van Gorder School	English	8	5	5	4	1	2	3
3	Eliza Van Bibber School	English	5	4	6	4	4	2	4
2	Ghùch Tlâ Community School	English	6	4	1	6	5	7	2
3	J.V. Clark School	English	6	5	3	3	1	7	7
1	Johnson Elementary School	English		14	14	9	19	11	9
2	Kluane Lake School	English		1	3	2	2	2	2
2	Nelnah Bessie John School	English	1	1	2	1			2
3	Robert Service School	English		17	16	22	15	22	14
3	Ross River School	English	5	1	3	2	3	5	5
2	St. Elias Community School	English	8	7	9	8	12	11	10
3	Tantalus School	English	10	5	7	9	6	7	15
2	Teslin School	English	3	2	6	5	4	5	5
1	Watson Lake Secondary School	English							
RURAL TOTAL			**56**	**68**	**78**	**80**	**75**	**82**	**81**
YUKON TOTAL			**82**	**407**	**374**	**344**	**375**	**363**	**369**

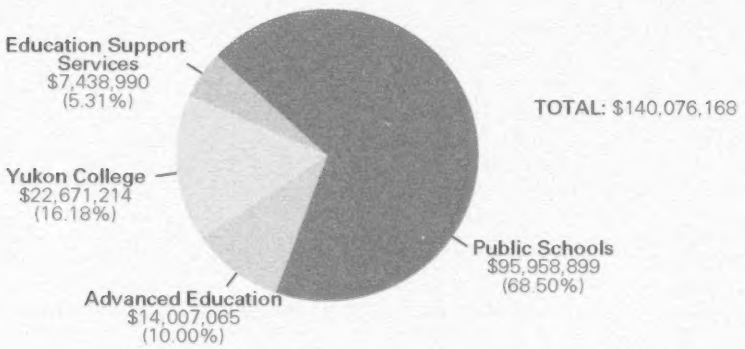
Student Information and Assessment – Public Schools Branch (PSB)

			SECONDARY							SCHOOL ABBREV	YUKON
6	7	TOTAL	8	9	10	11	12	SU	TOTAL		June '13
40	46	**336**								CKE	**336**
35	40	**320**								ESE	**320**
10	13	**135**								GHE	**135**
		73								GMP	**73**
11	9	**69**								HVE	**69**
21	22	**174**								HFE	**174**
39	56	**315**								JHE	**315**
28	33	**227**								SEL	**227**
17	25	**150**								TAK	**150**
54	50	**399**								WES	**399**
10	12	**167**	14	5	6	5	1		**31**	EET	**198**
			72	67	75	91	99	9	**413**	FHC-E	**413**
			43	50	38	30	23		**184**	FHC-F	**184**
				4	16	27	86	26	**159**	ILC	**159**
			98	105	114	93	91	1	**502**	PCS	**502**
			75	75	75	81	70	19	**395**	VCS	**395**
265	**306**	**2,365**	**302**	**306**	**324**	**327**	**370**	**55**	**1,684**	URBAN	**4,049**
6	7	TOTAL	8	9	10	11	12	SU	TOTAL		June '13
1	3	**25**	4	3	7				**14**	CZG	**39**
3	3	**34**	1	4	3	2	1		**11**	DVG	**45**
4	3	**36**	7	3	3	2	4		**19**	EVB	**55**
4	12	**47**	4	3					**7**	GTC	**54**
2	2	**36**	3	6	8	8	0		**25**	JVC	**61**
23	10	**109**								JES	**109**
1	1	**14**								KLS	**14**
	1	**8**								NBJ	**8**
12	20	**138**	21	8	19	11	7	1	**67**	RSS	**205**
4	3	**31**	8	1	5				**14**	RRS	**45**
6	9	**80**	7	9	6	6	9		**37**	SEC	**117**
6	4	**69**	6	5	9	13	5		**38**	TAN	**107**
2	4	**36**	5	4					**9**	TES	**45**
			13	17	25	10	5	1	**71**	WLS	**71**
68	**75**	**663**	**79**	**63**	**85**	**52**	**31**	**2**	**312**	RURAL	**975**
333	**381**	**3,028**	**381**	**369**	**409**	**379**	**401**	**57**	**1,996**	YUKON	**5,024**

Facts and Figures

Schools	28
Students	5024
Teachers	484.71 FTE
Students on IEPs	785
Educational Assistants	133.65 FTE
Remedial Tutors	33.23 FTE
Cost per student (est.)	$17,646
Post-secondary student funding (including Canada Student Loans and Grants)	$5,814,139

O&M Expenditures by Program — Fiscal Year 2012–2013



Expenditures per Student

Expenditures per student include all direct operation and maintenance costs of operating the schools, including the cost of all school-based staff, materials, supplies, maintenance, security, grounds-keeping and utilities.

BUDGET YEAR	STUDENT ENROLLMENTS	EXPENDITURES PER STUDENT
1997–1998	6334	$7,804
1998–1999	6106	$8,173
1999–2000	5929	$8,609
2000–2001	5736	$9,563
2001–2002	5578	$10,314
2002–2003	5588	$10,562
2003–2004	5491	$10,952
2004–2005	5416	$11,536
2005–2006	5272	$12,756
2006–2007	5074	$13,913
2007–2008	5070	$14,892
2008–2009	5065	$15,535
2009–2010	5100	$15,324
2010–2011	5077	$16,197
2011–2012	5027	$17,039
2012–2013	5024	$17,667

Yukon
Education